


Good afternoon and welcome to today's webinar, the first in a series with a focus on young children.

Continuing Education credit:

It is not possible for us to offer CEUs as we have no way of knowing who is in the room with you participating in the webinar. Only the person connected to the computer shows as being present and in many cases several people join in through that one computer.


We suggest that if someone wants CEUs that you arrange this through your LEA. It is more feasible for the LEA to verify who participated and therefore be able to offer credit hours.

**For participants from non-public school sites (More At Four, Head Start)** you may send in a form with name(s) of participant(s), include your agency and county, have it signed off on by your Administrator and submit to Anne-Marie de Kort-Young in the Office of Early Learning ([annemarie.dekortyoung@ncpublicschools.gov](mailto:annemarie.dekortyoung@ncpublicschools.gov)).



# Presenters

- ❖ Office of Early Learning
- ❖ In collaboration with:
  - ❖ NC DPI ESL Staff and
  - ❖ Johnston County Schools



Public Schools of North Carolina  
State Board of Education  
Department of Public Instruction

This webinar is the result of a collaboration between staff within the Department of Public Instruction and Johnston County Schools.


From the Office of Early Learning: Anne-Marie de Kort-Young, Janet McGinnis, Eva Phillips, Mia Sherard

From the NC DPI ESL staff: Joanne Marino and Ivanna Thrower

And from Johnston County Schools: Ana Sanders, ESL Director

Presenters today are: Anne-Marie de Kort-Young, Eva Phillips, Joanne Marino and Ivanna Thrower


The importance of working with young children for whom English is not their first (or home) language has long been recognized as being critically important to insure success in school and in life.



## Office of Early Learning

- ❖ In February 2010, Superintendent June Atkinson created the Office of Early Learning by combining the NCDPI's staffs in primary education and pre-kindergarten
- ❖ Focus on the Pre-K through Grade 3 learning continuum and its impact on high school graduation

<http://www.ncpublicschools.org/earlylearning/>



PUBLIC SCHOOLS OF NORTH CAROLINA  
State Board of Education | Department of Public Instruction :: Office of Early Learning (Pre-K – Grade 3)

This is our first Webinar in a series about Pre-K and primary grades:

***Supporting Young Dual Language Learners (Pre-K - K) And Their Families*** will provide you with a foundation for understanding and working with non-English speaking young children and their families. You will learn about the complexity of issues we need to pay attention to in this work. Therefore, this webinar is an introduction in preparation for the subsequent webinars that will go deeper into implications for practice. **It is about the children as Dual Language Learners, not necessarily about Dual Language education!**

As an introduction to who **we** are and how we can support you in your work, we will first provide you with an **Overview of the Office of Early Learning**


Next, we will focus on **demographics & research**, the **unique characteristics** of young Dual Language Learners, and begin the conversation about **recommended practices** for working with these young children and their families.

And lastly, we will provide you with **resources** and next steps.

The **Office of Early Learning (OEL)** was created in February 2010 by Superintendent June Atkinson by combining the NCDPI's staffs in primary education and pre-kindergarten (**Office of School Readiness**) and promoting other linkages within the Department for reforming early education for North Carolina's children. We collaborate with other Divisions within the Department and partner with external agencies including the **FirstSchool initiative** of the FPG Child Development Institute at the University of North Carolina at Chapel Hill.


**Focus of the OEL** is on the Pre-K through Grade 3 learning continuum and its impact on high school graduation.

You can find us on the web at the address listed: <http://www.ncpublicschools.org/earlylearning/>



## Office of Early Learning

- ❖ Promote high-quality Pre-K – Grade 3 teaching practices in elementary schools and pre-kindergarten programs
- ❖ Maximize the learning gains children make in high-quality pre-kindergarten

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State Board of Education | Department of Public Instruction :: Office of Early Learning (Pre-K – Grade 3)

Evaluation results for More at Four, the state's pre-kindergarten program for at-risk 4 year olds, show long term effects of the MAF Program.


A recent report of the statewide evaluation conducted by the FPG Child Development Institute at the University of North Carolina at Chapel Hill, showed that More at Four students who were considered economically disadvantaged in third grade in 2006-07 or 2007-08 **and who attended More at Four** for more than 70 percent of the 2002-03 or 2003-04 school year achieved **statistically significant** higher scores , on average, in reading and math skills at third Grade than economically-disadvantaged children **who did not attend More at Four.**

In addition, economically-disadvantaged third graders who attended More at Four narrowed the achievement gap with their non-economically disadvantaged peers by up to 40 percent.

The Office of Early Learning's focus on the **Pre-K through Grade 3 learning continuum** will maximize those gains as we look at alignment of practices and expectations for children and support their success in the early grades.


(State Superintendent Dr. Atkinson has stated) "We know that if a child is at grade level when they leave third grade, his or her chances for graduating from high school nine years later increase substantially."

Next, we will discuss the foundational beliefs our office promotes in working with educators and leaders in our state.



# Building Foundations

- ❖ Accept backgrounds and knowledge children bring
- ❖ Use child's natural curiosity and sense of wonder
- ❖ Know each child as a unique individual
- ❖ Create meaningful opportunities to help them grow
- ❖ Build on differences vs. stressing conformity
- ❖ Respect diverse cultural & language backgrounds as valuable assets



NC Guide for the Early Years, Second Edition, 2009  
*Foundations*, 2004

The Office of Early Learning believes in building a strong foundation for learning in the early years for ALL children.


The backgrounds and knowledge children bring to school, combined with their natural curiosity and sense of wonder, are the foundation for learning in the preschool and kindergarten years. We know that children's learning is affected by their language and cultural background (*Foundations*).

We need to come to know each child as a unique individual, how each child develops results from a combination of factors, such as the characteristics they are born with, the culture they live in, and their experiences within their family and other settings (*Foundations*).

It is important that we create meaningful opportunities that help each child grow and develop to their fullest potential.


For children to be successful learners we need to build on individual differences rather than stressing conformity. The way each child's development unfolds will vary greatly in the early years (*Foundations*).

(From *Foundations*) Having children from families with diverse cultural and language backgrounds is a valuable asset to preschool programs. We believe that this extends into elementary schools as well. All of us have the responsibility to promote understanding and respect for different cultures and languages as we work with children and families, as well as with our colleagues.



## Key Understandings


- ❖ Every child is different
- ❖ Young children are active learners
- ❖ Learning occurs in predictable patterns
- ❖ Learning is most meaningful when integrated across all domains



*NC Guide for the Early Years, Second Edition, 2009  
Foundations. 2004*


Key Understandings about the young child impact everything we do in early childhood programs.

- Every child is different.
- Young children are active learners and need to engage with materials. They need to play - through their play they explore, learn, and practice new skills and ideas.
- Learning occurs in predictable patterns, but not exactly at the same rate for every young child. This also applies to learning a new language (**Foundations**).
- Learning is most meaningful when integrated across all domains. For example, when young children play together outside, chasing each other or investigating leaves or bugs on the playground, they practice their motor skills, communicate with their friends and learn new vocabulary from their teachers who encourage their investigations and ask open-ended questions about their discoveries. For children whose home language is not English it is important to understand that they learn best across all domains when educators encourage them to continue to speak their home language while they are learning the new language. Therefore, families should also be encouraged to continue to speak to their child in their native language (**Foundations**).



## Key Understandings

- ❖ Experience, knowledge, curiosity, and a sense of wonder are foundations of learning
- ❖ Assessment and evaluation form the basis for educational decisions
- ❖ Expect a wide variation in how children make progress
- ❖ Development and learning are rooted in culture and supported by family



*NC Guide for the Early Years, Second Edition, 2009  
Foundations, 2004*

### Key Understandings about the Young Child – continued

- Experience, knowledge, curiosity, and a sense of wonder are foundations of learning. Educators need to intentionally support and facilitate this learning and expand on children's interests and experiences. Obviously the cultural background of the child is a big factor for the Dual Language Learner!
- Assessment and evaluation form the basis for educational decisions. Observing children at play: watching what they do and how they do it, listening to their conversations provide us with great information to plan instruction.
- Educators should expect wide variation in how children make progress in all development, including learning English if English is not the home language (***Foundations***).
- Development and learning are rooted in culture and supported by family. Language and communication are key to development and learning and all **young children are English Learners, regardless of the home language!**

These understandings and beliefs all come together for every child with added dimensions for young children who's home language is not English.

Given the demographic changes and the role of high-quality educational practices in promoting young children's development and learning, it is urgent to address issues of quality in the early education of Dual Language Learners. It is necessary to rethink what quality means for educating young Dual Language Learners so that we can ensure their success in school and life. New indicators of quality take into account the specific developmental characteristics of Dual Language Learners as well as the challenges they face.



## Webinar Objectives

- ❖ Focus on the Early Years – Demographics
- ❖ Research - Myth vs. Fact
- ❖ Definition & Unique Characteristics
- ❖ Implications for Practice
- ❖ Resources



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So with this knowledge of our role to build strong foundations for learning and key understandings of young children...let's look at the specific objectives for this webinar and those that will follow

The focus is on the Early Years;

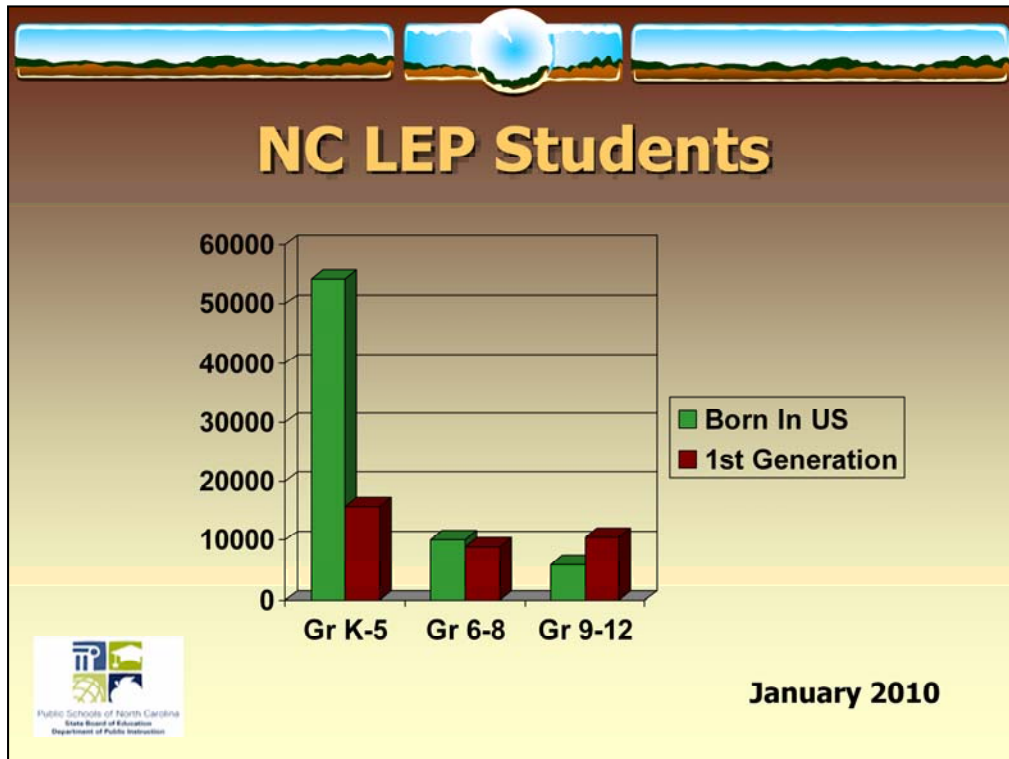
We'll look at demographics in North Carolina;

What we have learned from research: Myths vs. Facts;

Definitions & Unique Characteristics;

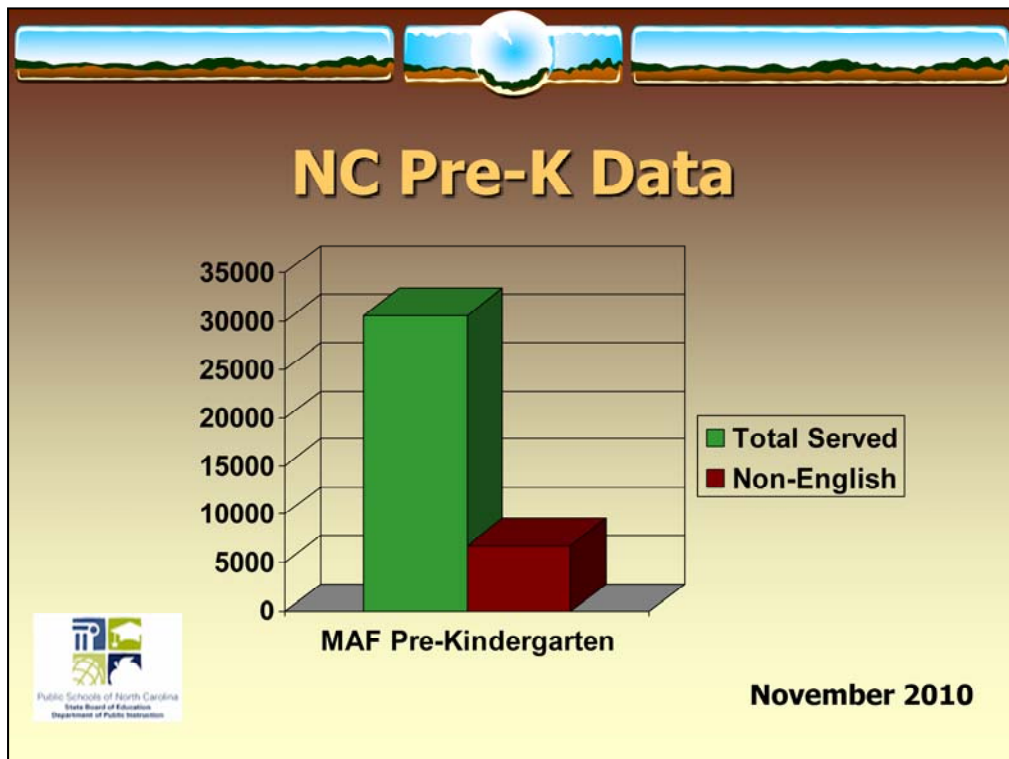
Begin the conversation about Implications for Practice and Resources available to you

We will now share some interesting NC data.



#### NC LEP Students Jan 29, 2010:

Grade	Born in US	Born Outside US	Grand Total	
Of Grade Span Born Outside US				%
% Of Total LEP				
K	8570	2279	10849	
1	10314	2686	13000	
2	12938	2616	15554	
3	11525	2967	14492	
4	6255	2572	8827	
5	4618	2669	7287	
<b>Total K-5</b>	<b>54220</b>	<b>15789</b>	<b>70009</b>	23%
		15%		
6	3795	2678	6473	
7	3439	2995	6434	
8	2935	3248	6183	
<b>Total 6-8</b>	<b>10169</b>	<b>8921</b>	<b>19090</b>	8%
	47%			
9	3135	4663	7798	
10	1390	2530	3920	
11	916	1886	2802	
12	600	1478	2078	



### NC Pre-K Data from the More at Four Pre-Kindergarten Program, NC's State Pre-K Program, in the Office of Early Learning:

The OEL does not capture the location of birth on students, but we can share the numbers on children served in **both public and nonpublic MAF sites** throughout NC:

30,612 – Total served


6,715 – Non-English. This is **22%** of the children served as of November.

Percentages are much higher in certain areas of the state: 49% in Durham; 50% in Orange County; 53% in Duplin; 62% in Chatham.

This data supports the urgency of addressing the needs of these children and their families early to ensure their success in school. We need to further acknowledge the many different cultures and languages or dialects included in this data.


Hispanic or Latino families are from many different countries and do not all speak the same Spanish. This also applies to Middle Eastern and Asian families. We need to learn from families where they're from, and the language or dialect they speak.

Multiple cultures/languages are often part of the school/classroom community. This makes our work even more exciting and challenging!



## Definition

Dual Language Learners are children learning two (or more) languages at the same time, as well as those learning a second language while continuing to develop their first (or home) language



Head Start Dual Language Report - 2008

We know that many young children are growing up in households where another language than English is spoken or where more than one language is spoken before children come to us.

Dual Language Learners are children learning two or more languages at the same time, as well as those learning a second language **while continuing to develop** their first or home language

Because of the young age, children in this group have not yet fully developed their first language so are learning English, the new language, while further developing the home language (or languages). It is critical that we understand what this means for their development and learning and start early with supporting them and their families appropriately!

**As mentioned earlier, the focus is not on students enrolled in dual language programs only. The definition applies to all PreK and Kindergarten students whose home language is a language other than English. Even when they are enrolled in a monolingual English Pre-K or Kindergarten program they are still Dual Language Learners.**



# Terminology

- ❖ English Language Learners (ELL)/English Learners (EL)/Limited English Proficiency (LEP)
- ❖ Bilingual
- ❖ English as a Second Language (ESL)
- ❖ Dual Language Learners (DLL)

Terms are used interchangeably



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Other definitions and terminology used, often interchangeably, are listed here:


ELL	English language learner (same as LEP/EL)
EL	English learner (same as LEP/ELL)
LEP	Limited English Proficient (same as ELL/EL)

**For K-12 students who's primary language is not English:** In North Carolina identification as LEP is determined by the student's score on the W-APT (WIDA-ACCESS Proficiency Test Screener) per state guidelines.

Bilingual: children who speak 2 languages

ESL: English as a Second Language -- A method of instruction for students who are learning English as a new language


DLL: Dual Language Learners, those children who are learning two (or more) languages at the same time, as well as those learning a second language while continuing to develop their first (or home) language – a more recent definition used in early childhood research and in programs, such as Head Start.



## Myths vs. Facts

It is confusing for children to learn more than one language at the same time.

**FACT:** Children who are learning two languages simultaneously display language milestones similar to those for monolingual children.



*Head Start Dual Language Report - 2008*

Let's take a closer look at what we have learned from research with young children:

**On this slide and the following two slides you will see a statement. Think about whether you believe it is a myth or fact and then read the FACT.**

It is confusing for children to learn more than 1 language at the same time.

**The first statement here is a myth.**

The fact is that studies have shown that children who learn two languages simultaneously display language milestones similar to those for monolingual children.

An additional study of Spanish-speaking children in Head Start also demonstrated that strengthening the home language skills of children at an early age will facilitate both their transition into kindergarten and their acquisition of English (HS-p.16).



## Myths vs. Facts

Young children learn a new language faster or more easily than adults.

**FACT:** Pronunciation is more native-like. Other aspects require support and intentional teaching in both languages.



*TELL Practice Report 5 - 1992*

**The first statement here is again a Myth.**

The fact is that the younger one begins to learn a second language, the more native-like pronunciation one develops in that language (a phonological advantage!). Other aspects of second language acquisition do rely on appropriate support in cognitive development and teaching concepts in both languages.

It often appears that young children learn fast, but when taking a closer look and understanding the context, we realize that ALL young children use fewer words to communicate. They are still learning a large new vocabulary along with appropriate sentence structure and grammar. So, when Dual Language Learners use single words or short phrases in English it appears that they pick these up quickly.... And they do, but command of the new language will take time, practice and intentional teaching of new vocabulary. Remember that we said earlier that a child needs command of the home language to facilitate learning the new language!

In comparison, adults already have a larger vocabulary and also use more words to communicate. They can rely on the “knowledge” base in one language to learn the second language and will actually learn the new language faster because of that.

A deceiving notion too is that children are less inhibited in their expression in the new language (and often mix both languages) than adults are. So, even though adults may learn the new language faster, they may not easily speak it!



## Myths vs. Facts

Families who read to children in the home language can help their children's literacy development.


**FACT: This is a fact!**



*Head Start Dual Language Report - 2008*


**The first statement here is a FACT!**

So we don't necessarily have to only provide books in English to parents. We should encourage families to speak, read/tell stories in their home language.. If you know or suspect that the parents cannot read themselves, use wordless/picture books and encourage them to have conversations with their child about the pictures. The language in which parents are most comfortable will facilitate richer conversations and will help children learn new vocabulary in the home language. Additionally, parents will be more apt to model grammatically correct phrasing and sentence structure for their child (Head Start – p.20).



## Unique Characteristics

- ❖ First (home) language is still developing
- ❖ Initial group/school experience - experience of separation
- ❖ Added challenges (revelations) when adjusting to classroom setting



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Next we will discuss unique characteristics of the young Dual Language Learner.

As mentioned earlier, when children come to school in Pre-K or Kindergarten, their language is still developing so ALL young children (those from English homes and non-English homes) are truly English Learners/English Language Learners! The home language (or languages) of Dual Language Learners is/are still developing as they begin to learn a new language.

For young children coming to school, we also need to remember that many of them may experience a group setting for the first time. They may not have been in any formal group setting, especially if they come from disadvantaged, high-risk families. So children experience separation from home and familiar adults which may cause anxiety.

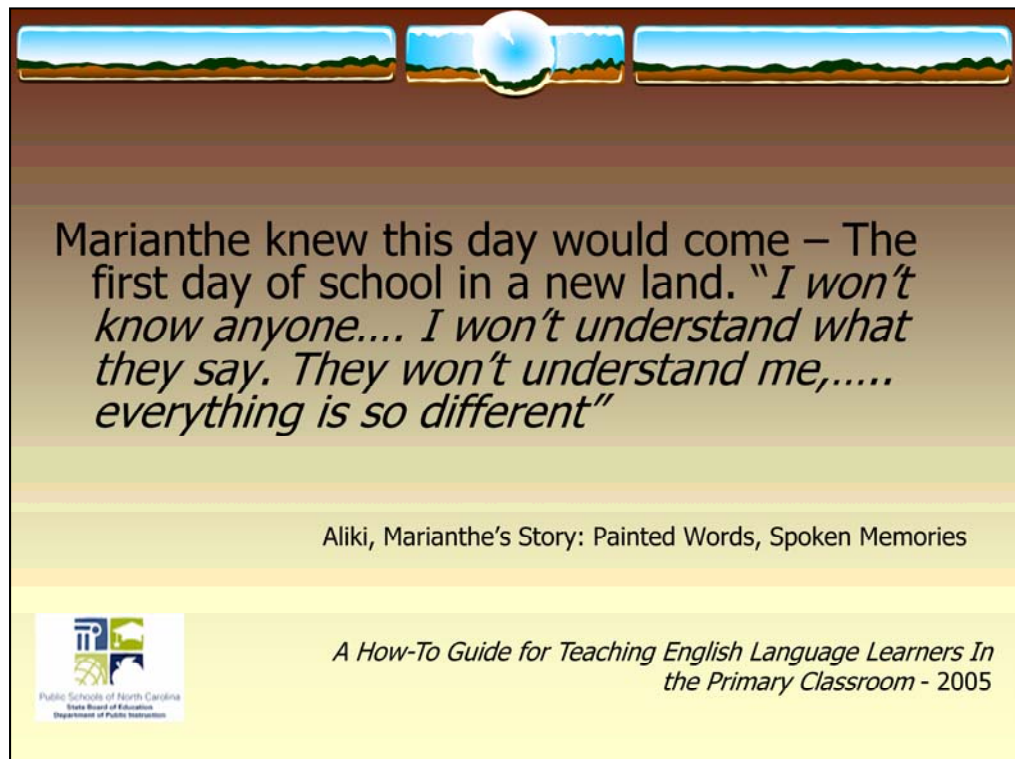
Additionally, for children from different cultures the English language environment may **look very different** to many and certainly **sounds very different** if English is not spoken in their home. Examples of the issues of cultural understanding we need to be aware of: differences in physical contact, interruptions when people are talking, eye contact, respect for authority, adult expectations for independence vs. the value of dependency.

These aspects may be very different for these children based on cultural norms they are familiar with.

So there may be many, sometimes subtle, differences in cultural norms for children when they enter school.

(Head Start-p.18) When the home language is not spoken in the school/setting, children who enter school for the first time work through a series of “revelations” as they adjust to the setting in which their home language is not spoken:


1. Not everyone understands or speaks **my** language
2. Those who do not understand or speak **my** language speak another language
3. In order to communicate with these people **I** must learn a new language



This is how many children may experience their first time in school.....


Not knowing, not understanding or being understood.

Young children may not be able to articulate their anxieties or feelings like Marianthe, but may express them through their behavior.



## Unique Characteristics

- ❖ Language is critical for gaining knowledge of the world – concept/cognitive development
- ❖ Knowledge in first language facilitates learning in second language
- ❖ Loss of home language can interfere with important aspects of child's life:  
communication, relationships,  
cultural understanding, self-worth



### Additional Characteristics


**For ALL children:** Language is critical for gaining knowledge of the world – language facilitates concept and cognitive development. That's why we are talking with children all the time.....

For young Dual Language Learners it is critical that we understand this when English is not their first language. It is very important that they continue to learn vocabulary and conceptual skills in their home language. Without continued development in the home language, they will have greater difficulty developing skills in the second language (Head Start – p.18).

For these children knowledge in the first language facilitates learning in the second language, so the stronger the first language, the easier learning in the second language will be. Educators need to learn key words in the child's native language, if not bilingual themselves, or ensure that other adults are available to assist children with the home language.


Another critical aspect to consider is the social importance of language.

Loss of home language can interfere with important aspects of the child's life: the ability to communicate intimately with parents and family members, maintaining strong relationships within the family and community, and the ability to understand and relate to others in their own language.



## Implications for Practice

- ❖ Supporting Young Children
  - Cultural responsive environments
  - Phases of second language acquisition
- ❖ Supporting Families
  - Getting to know each family and their culture
  - Reaching out to extended family and elders




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So what are the implications for our work with young children?  
Today we will begin the conversation about implications for practice. Subsequent webinars will go deeper into several of these components, building on today's foundation.

### **How should we support young Dual Language Learners to help them become successful learners in school?**


As we mentioned before, it is important that we start our work early to ensure positive outcomes for children, their success in school and throughout their life. The impact of dual language learning on children's cognitive, language, literacy, emotional-social development has important implications for programs as they create high-quality educational environments, **both indoors and outdoors**, for this population. Environments should include appropriate cultural materials/artifacts and experiences representative of the families served in the program: pictures, learning materials, print, symbols, books, music, musical instruments, dance, gatherings/rituals, story telling, etc. (Head Start – p.25)

Educators need to fully understand the opportunities as well as challenges of educating young children who are simultaneously developing proficiency in their home language and in English, all the while gaining the pre-academic knowledge and social skills they need to be ready for formal schooling. We need to understand the value of supporting both first and second languages, be familiar with basic theory in early language development, and know about how young children acquire a second (new) language (Head Start – p.24)



## Implications for Practice

- ❖ Program Planning and Professional Development
  - Language assistance – bilingual staff
  - Cultural competence training
- ❖ Community Resources
  - Focus on families, children, and a web of caregivers
  - Seek cultural support



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When we think about the many ways to support young Dual Language Learners and their families to reach the best possible outcomes for these children, we have to consider **Program Planning and Professional Development** as well.

Language assistance is needed for children, families, and teachers. Recruitment of bilingual staff is strongly recommended (**MAF Program Requirements**) – this can be teachers, teaching assistants, family coordinators or other support staff in the school as well as community volunteers.

An array of Professional Development is needed for all staff, beginning with cultural competence training. This training should focus on understanding how our cultural background influences our practices, awareness of unconscious perceptions or assumptions we have about various cultural groups, and on how to interact appropriately and respectfully with people from cultures different from our own.


### **Community Resources are needed and available to support our work.**

It is important to assess our community resources for the various cultures represented in our programs and reach out to them. When our focus is on families, children and a web of caregivers we need to access those resources and invite them as partners in our programs/schools or link our families with their organizations. As we seek the appropriate supports, such as translators, interpreters, cultural brokers, to partner with us we need to



## Implications for Practice

- ❖ Your questions?
- ❖ Your needs?




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We want to know what questions or additional needs you have.


As mentioned earlier, we plan to dig deeper into the implications for working with children and families in subsequent webinars, specifically in supporting and facilitating oral development and literacy skills, but we want to respond to the needs you have as well.

Are there topics we haven't mentioned that may need to be included in subsequent webinars?

**If you have questions or topics you would like to hear more about related to dual language learners in pre-K or kindergarten, please email Anne-Marie deKort-Young at [annemarie.dekortyoung@ncpublicschools.gov](mailto:annemarie.dekortyoung@ncpublicschools.gov)**




## On-Line Resources

- ❖ *Foundations: NC's Early Learning Standards (English & Spanish)*  
[www.ncprek.nc.gov/Foundations/ToDownload.asp](http://www.ncprek.nc.gov/Foundations/ToDownload.asp)
- ❖ *NC Guide for the Early Years, Second Edition*  
[www.ncpublicschools.org/docs/curriculum/primaryk3/guide4early-years.pdf](http://www.ncpublicschools.org/docs/curriculum/primaryk3/guide4early-years.pdf)
- ❖ Office of Early Learning, Information for Educators on Diversity  
  
[www.ncprek.nc.gov/InfoforEducators/diversity.asp](http://www.ncprek.nc.gov/InfoforEducators/diversity.asp)

Lastly, we want to share a few resources with you available on our website ([www.ncprek.nc.gov](http://www.ncprek.nc.gov)):


*Foundations, Early Learning Standards for North Carolina Preschoolers* and the *North Carolina Guide for the Early Years* can both be downloaded and include many strategies for supporting the learning of young children – strategies for teachers and for families. *Foundations* is available in Spanish also.

The Diversity section on the OEL website includes links to other websites of national organizations with position statements, concept papers, teaching tools, training modules, and research.



## On-Line Resources


- ❖ *iHola! Means Hello!* – Second Edition  
[www.fpg.unc.edu/Hola/hola.pdf](http://www.fpg.unc.edu/Hola/hola.pdf)
- ❖ Inquiry-Based Statements/Questions  
(English and Spanish)  
[www.ncprek.nc.gov/TLU/pdf/IBLQuestions-Comments\[EnglishSpanish\]09R.pdf](http://www.ncprek.nc.gov/TLU/pdf/IBLQuestions-Comments[EnglishSpanish]09R.pdf)



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A few practical resources are listed here – tools for you to use with children, families and in your classroom or program.

We created the “Inquiry-Based Statements/Questions” document last year to help teachers. This document has both English and Spanish statements/questions listed. Often teachers post some of the sentence starters around their classroom as reminders.




## On-Line Resources

- ❖ Head Start Bureau - Early Childhood Learning & Knowledge Center: Audio and video resources  
[http://eclkc.ohs.acf.hhs.gov/hslc/Dual%20Language%20Learners/prof\\_dev/staff/multimedia.html](http://eclkc.ohs.acf.hhs.gov/hslc/Dual%20Language%20Learners/prof_dev/staff/multimedia.html)
- ❖ English Language Learners: Videos & Podcasts from *Reading Rockets*  
[www.readingrockets.org/podcasts/ells](http://www.readingrockets.org/podcasts/ells)
- ❖ Learn NC – UNC School of Education:  
*A Crash Course in ESL – K-12*  
[www.learnnc.org/courses/catalog/CrashCourseESL](http://www.learnnc.org/courses/catalog/CrashCourseESL)



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A few available on-line modules and an ESL course, offered by Learn NC in the School of Education at UNC.



## Next Steps

- ❖ Power Point will be posted on ESL and OEL websites
- ❖ Additional handout with Early Childhood Resources will be posted
- ❖ Next Webinar on February 17<sup>th</sup>
- ❖ Questions & Answers

For additional questions about this webinar contact:  
[Annemarie.dekortyoung@ncpublicschools.gov](mailto:Annemarie.dekortyoung@ncpublicschools.gov)  
Fax: 919-855-6840




Today's Power Point will be posted on both the ESL ([www.ncpublicschools.org/curriculum/esl](http://www.ncpublicschools.org/curriculum/esl)) and OEL ([www.ncprek.nc.gov](http://www.ncprek.nc.gov)) websites. On the OEL website it will be in the **"Information for Educators"** section.

We will also post an additional handout titled "Resources for Early Childhood Dual Language Learners".


The next webinar will be on February 17<sup>th</sup>, 3:30 – 4:30. This webinar will cover practical implications for practice in more depth, **specifically in supporting and facilitating oral development and literacy skills in young Dual Language Learners**. As mentioned earlier, we want to respond to the needs you have as well. You can send us questions about what **you** would like to hear more about in the next webinar to Anne-Marie at [annemarie.dekortyoung@ncpublicschools.gov](mailto:annemarie.dekortyoung@ncpublicschools.gov).

You can also contact Anne-Marie by email or fax (919-855-6840) if you have questions about the content of today's webinar later, or want to request training credit (**non-public sites only please!**).



## References

- ❖ *Quality Practices and Dual Language Learners* (In Press). Castro, Espinosa & Paez
- ❖ *Dual Language Learning: What does It Take?* (2008). Head Start Report
- ❖ *A How-To Guide for Teaching English Language Learners In the Primary Classroom* (2005). Dragon
- ❖ Teaching English Language Learners (TELL) - Training Manual (2005) [www.kennesaw.edu/tell/tell\\_manual.htm](http://www.kennesaw.edu/tell/tell_manual.htm)
- ❖ NC DPI-ESL Programs and OEL data (2010)



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**Listed here are references we used for today's presentation.**

**Thank you!**